DOCUMENT RESUME

ED 407 396 SP 037 312

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TITLE Social Construction of Preservice Teachers' Instructional Strategies for Reading.
PUB DATE Mar 97
NOTE 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Strategies; Higher Education; Preservice Teacher Education; Primary Education; *Reading Instruction; *Student Teacher Attitudes; *Student Teachers; Student Teaching; Teaching Methods
IDENTIFIERS Preservice Teachers; Social Constructivism

ABSTRACT

This exploratory study investigated the social construction of four preservice teachers' instructional strategies for reading. Participants had just completed their fourteenth week of student teaching. Data collection consisted of DeFord's (1979) Theoretical Orientation to Reading Profile (TORP), literacy narratives, teaching metaphors, and think-aloud protocols for three vignettes of primary grade reading problems. Cross-case analysis indicated that these student teachers' instructional strategies for reading were rooted in their own experiences as students learning to read. All four participants espoused a skills orientation to reading on the TORP. This orientation was reflected in their instructional solutions to reading vignettes. The majority of instructional solutions expressed during the think-aloud protocols were received/procedural knowing. Two participants who had experienced a supportive literacy environment during childhood chose a nurturing conceptualization of teaching for their metaphor. Two who did not enjoy reading during childhood chose metaphors that emphasized the teacher as an authoritarian figure. (Contains 26 references.) (Author/JLS)

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ED 407 396

Social Construction of Preservice Teachers' Instructional Strategies for Reading

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Paper presented at the annual meeting of the
American Educational Research Association
March, 1997

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ABSTRACT

This exploratory study investigated the social construction of four preservice teachers' instructional strategies for reading. Data Collection consisted of DeFord's (1979) Theoretical Orientation to Reading Profile (TORP), literacy narratives, teaching metaphors and think-aloud protocols for three vignettes of primary grade reading problems. Miles and Huberman's (1994) data reduction techniques were utilized.

Cross-case analysis indicated that preservice teachers' instructional strategies for reading were rooted in their own experiences as students learning to read. All four participants espoused a skills orientation to reading on the TORP. Two participants who experienced a supportive literacy environment during childhood, chose a nurturing conceptualization of teaching for their metaphor. However their instructional strategies remained skills based.

Social Construction of Preservice Teachers' Instructional Strategies for Reading

As the twenty-first century approaches, teacher education is rapidly losing its momentum to respond to the paradigm of inquiry based teaching (Sarason, 1993). This new paradigm calls for a reconceptualization of teaching as a cognitive, reflective activity in which educators generate their own knowledge through problem solving and reflection in action (Cochran, DeReuter & King, 1993; Schon, 1987; Shulman, 1986). Typically, preservice students' reflection relates to how they were taught.

In fact, literature shows that preservice teachers have internalized implicit theories about teaching "before" they began their professional coursework (Holt-Reynolds, 1992; LaBosky, 1993; Zeichner & Tabachick, 1981). Implicit theories regarding teaching and learning remain rooted in the preservice teacher's pedagogical knowledge base and may be elicited through narrative inquiry (Goodman, 1988; Johnson, 1988).

Narrative inquiry provides the teacher educator with a window into the preservice teachers' life history (Bullough, 1992; Connelly & Clandinin, 1990). These life histories provide the conceptual framework preservice teachers have constructed together with the sociocultural context in which they are embedded (Provenzo, McCloskey, Kottkamp & Cohn, 1989). The reflection and discussion which accompanies narrative inquiry including metaphors also empower the preservice teacher to analyze the life forces which shaped their pedagogical knowledge base (Bullough & Stokes, 1994).

Specifically, reflective inquiry with narratives and teaching metaphors enable preservice teachers to examine their implicit theories regarding pedagogy. In fact, examination of implicit theories aid in the solving of instructional situations (Johnson, 1988; Zeichner & Tabachick, 1981). Since inquiry based teaching is focused on teaching defined as non-linear and ill-structured, it demands a prerequisite, creative problem solving demonstration in narrative inquiry and the use of metaphors in the teaching of reading (Leinhardt & Greeno, 1986). Narrative inquiry

and teaching metaphors empower the preservice teacher to analyze the ways their personal life histories have impacted their reading instructional strategies and their problem solving (Elbaz, 1981; Hollingsworth, 1988; Knowles & Reynolds, 1991).

In summary, reflective inquiry enables preservice students to generate their own pedagogical knowledge base and to undertake a journey into the self (Kagan, 1992). This reflection upon action empowers preservice teachers to widen their repertoire of instructional strategies and thus impact their choices of novel solutions for field problems in teaching reading.

The purpose of this exploratory study was to use narrative inquiry to generate the implicit literacy theories and teaching metaphors of preservice teachers and to study the effect of narrative inquiry upon preservice teachers' reading instructional strategies.

Method

Participants

Four seniors in a teacher education program at a small liberal arts college agreed to participate in this exploratory study. Their selection was designed to reflect diversity in ethnicity, academic index and age. Three of the participants were female (2 Italian-American, 1 African-American). One participant was male (Hispanic-American). Academic indices ranged from 3.97 to 2.95. Average age for the sample was 21 years old with one returning student aged 33. Participants had just completed their fourteenth week of student teaching in Spring 1996.

Data Sources

Each participant was interviewed individually and completed the data collection instruments in the same sequence. The Theoretical Orientation to Reading Profile (DeFord, 1979) was administered first. Secondly, the think-aloud protocols (Ericsson

& Simon, 1993) for Primary Grade Reading Vignettes were generated. The three vignettes described actual classroom dilemmas such as a students' lack of phonemic awareness, poor sight word vocabulary and second language learning. Next, the participants wrote their reading narratives which described their earliest recollections in regard to reading both at home and in school. Finally, the participants were asked for their teaching metaphor or visual image of the role of the teacher. The sessions lasted for one hour to an hour and a half.

Data Analysis

The descriptive data was codified according to the initial codes: early home/school influences, critical incidents and instructional strategies (Clay, 1992; Roskos & Walker, 1994). Further categories emerged from the data such as professional jargon (Miles & Huberman, 1994). The categories were analyzed for common themes and patterns. The think-aloud protocols were codified using Roskos & Walker's (1994) categorization of the sources of pedagogical knowledge for preservice teachers. They are the following: a) forms of received knowing-non-referenced rationales such as generalizations; b) forms of subjective knowing-assumptions about the learner or actions based upon intuition; and c) forms of procedural knowing-facts about the learner in the case are used to enhance thinking or a specific instructional strategy.

Findings

Cross-case analysis revealed several emerging patterns and themes among participants. Primarily, participants instructional strategies were rooted in their early school experiences. Secondly, participants experiencing nurturing literacy environments at home conceptualized teaching as supportive and student-centered. Finally, the emergence of these themes for each participant will be discussed and then compared across cases.

Preservice Student A (PSA)

Preservice Student A, a second generation Italian-American, completed the

requirements for dual certification (regular/special education) and had a GPA of 3.967. PSA was the valedictorian for the graduating class. She student taught at a public school in Brooklyn and also completed her special education practicum at an elementary school for hearing impaired children. Completing the TORP was not difficult for PSA and her score of 72 indicated a skills orientation to reading. Interestingly, PSA in her reading narrative spoke disparagingly of the skills model of reading that she experienced in school. Categories that emerged from PSA's reading narrative were: dichotomy of home/school reading, parental involvement and instructional strategies.

The first category, dichotomy of home/school reading was illustrated in PSA's narrative when she spoke of her love of reading at home and her disdain for the basal readers utilized in school. She stated, "In school, I always found basal readers to be boring and preferred to read real books at home."

The second category, parental involvement, referred to PSA's recollections of a warm, nurturing early environment. PSA remarked that her parents encouraged reading and a love of books. "My earliest memories of reading were at home. Books were always a part of my life because as far back as I can remember my Mother always read to me...My reading was always encouraged and seemed to develop naturally."

PSA's reading narrative and recollection of a naturally evolving love of literacy facilitated further comments regarding her instructional strategies. According to PSA, her future instructional strategies in regard to reading are directly related to her own experiences as a student.

> Based upon my own experiences in school, I know that when I have my own classroom, reading is going to be more enjoyable and I will help the students get into the stories in order to foster a love of books.

Generating a metaphor for teaching was difficult for PSA and the first attempt was nonproductive and the script was tabled until the end of the session. After much reflection

and struggle, PSA was able to select a metaphor, elicited from a recent conversation with a friend. PSA's teaching metaphor was Teacher as Director of a Three-Ring Circus.

> I keep thinking of Heather because she's in special education and her metaphor was "I feel like I'm a director of a circus" because she has to keep track. She said you know how they have three rings and the person in charge has to be aware of what every single person is doing in every ring but still be aware and try to help, but they're all doing their own thing.

PSA's metaphor for teaching, Director of a Three-Ring Circus, was categorized as Nurturer/Facilitator due to its more student centered image of teaching.

PSA's instructional strategies for all three vignettes of primary grade reading problems were codified as examples of procedural knowing as well as subjective. In the second case about Kristen, a second grader lacking fluency due to her limited sight word vocabulary, PSA drew upon the descriptive information present in the case to formulate solutions to her reading difficulties. There were also elements of subjective knowing as well since information was often used to make generalizations about Kristen. One instructional modification was based upon the information in the case regarding Kristen's mother. PSA stated, "They say her mother immigrated from Jamaica when she was 18. I was wondering how great her mom's vocabulary would be and how that was affecting her." PSA's think-aloud protocol also attempted to grapple with Kristen's lack of sight-word vocabulary and failure to self-correct mistakes while reading aloud.

> Maybe she's not realizing she's making mistakes because she's so unfamiliar with the words or maybe she needs help in increasing her vocabulary words which could be why her writing is below grade level because she doesn't have the words.

Her instructional strategies for Wendy, a seven year old girl newly arrived from China, also included examples of procedural knowing. For example, she articulated her concern that Wendy might feel inadequate or isolated from her peers due to her inability to speak English. PSA addressed this problem and attempted to remedy it. She suggested that if Wendy were allowed to bring in artifacts from China, she might gain peer acceptance. Finally, PSA's strategies also emphasized storytelling and engagement in reading. For example, PSA stated "I'd pair her up with someone else.. maybe have a student read to her...a simple picture book, even if the words aren't there...."

An emerging pattern from PSA's data is the importance of a warm, supportive literacy environment. Her emphasis on the enjoyment of reading is echoed in her instructional solutions for all three cases. In the first case, PSA hypothesized that Joseph's lack of progress might be due to his lack of self-confidence and also the boring texts used in the class. In the last case, PSA also reiterated the necessity for including storytelling and the enjoyment of books as instructional solutions. PSA's teaching metaphor, Director of a Circus, visualized the teacher as facilitator. This imagery was also reflected in PSA's instructional strategies for reading. Across all three cases, the role of the teacher was observer of apparent needs and nurturer of student growth.

Preservice Student B (PSB)

Preservice Student B (PSB) is a 30-year-old Italian-American woman. PSB returned to college after several years as a legal secretary. PSB, the daughter of Italian immigrants, is married and at the time of the study, she awaited the arrival of her adopted daughter from Colombia. PSB completed the requirements for regular (K-6) New York State Certification and attained a 3.88 GPA. PSB did not have any difficulty completing the TORP instrument and her score of 58 indicated a phonics orientation towards reading.

PSB's emphasis on skills was reflected in her reading history and instructional strategies. The codes that emerged from PSB's narrative were dislike of

reading, lack of literacy at home, critical incident and professional jargon. The first category, dislike of reading, was articulated early on in PSB's reading narrative.

> At school [First Grade], I was placed in a homogenous classroom and was placed into the top class. My teacher further broke us down into the three reading groups, entitled the 'monkeys', 'tigers,' and 'bears'. Monkeys were the fluent readers, bears the slower readers. I was always among the Monkeys group. However, I felt pressure to stay there. I did not like this pressure, nor did I enjoy reading. Reading for me as a young child was not fun and something I did because I had to.

In PSB's narrative, she stressed her father's insistence that she read at home. The daughter of Italian immigrants, PSB recalled her parents reading newspapers but not books for the enjoyment of reading. PSB recalled, "My father always encouraged me to read in grammar school and subscribed to Reader's Digest for me. I would only read the articles if it was relevant to a report I needed to write."

PSB recalled a critical incident that changed her life in regard to reading. Interestingly, it was not until high school that PSB realized that it was possible to read books for pleasure and not just for academic purposes.

> I think it's only because I realized there are other books that would inform you about things that maybe I was interested in knowing that school didn't teach me. I could just go and read those books. Also being around peers and they'd say, "Oh did you read this book?"

Another category that emerged from the data was the use of professional jargon in PSB's narrative. It was evident that PSB wanted to demonstrate her knowledge of the field and inserted jargon into her text. For example, PSB stated, " At home no one ever read to me. However, my parents spoke two languages and I picked up

the Italian language from hearing it being spoken orally. Oral communication is a part of emergent literacy." PSB's remark about emergent literacy disrupted the flow of her narrative and was not pertinent to her recollections regarding the lack of reading in her home. Her experiences at home and at school were drawn upon to define instructional beliefs in regard to reading.

> I realized that you can bring fun to the process of reading and that reading doesn't have to be structured the way I learned. Also in phonics, I'm this way and that way. I think it's necessary for some children but I like the whole language approach where you have the sight words and you just learn them as opposed to always breaking them down. Everything was always done that way...isolated.

Interestingly, PSB's dislike of the structured, isolated skills model of reading instruction which she experienced was not reflected in her teaching metaphor. Constructing a teaching metaphor was not difficult for PSB and she only reflected for a few minutes. Her choice was Teacher as Philosopher for the following reasons:

> Because if you're a philosopher, you base your ideas on what you feel...your innermost feelings...rather than what is being told to you... 'Cause I felt in student teaching I would get frustrated if I was told to do something a certain way when the children are so individual and they're not catching it that way. Why do I have to do it this way if they're not getting it?

At first, PSB's teaching metaphor was codified as Nurturer/Facilitator. Upon further analysis of her comments regarding why Teacher as Philosopher was chosen, it became apparent that the focus of her metaphor was locus of control. PSB was inferring the pressure, frustration she experienced as a student teacher. Specifically, this paralleled her expressions of pressure and frustration as an early reader in the monkeys group. Once again, she is following the school rules but not enjoying the instructional moment.

Since her metaphor was actually a discussion about power, it was categorized as

an Authoritarian view of teaching. This was due to PSB's struggle to assert her will upon the classroom and not have to adhere to regulations.

Finally, Preservice Student B's instructional solutions for the three vignettes of reading problems were codified as examples of received knowing, evasion and procedural knowing.

Received knowing occurs when preservice teachers make nonreferenced generalizations to solve instructional problems. This was illustrated in PSB's solution to the first vignette about Joseph, a six year old boy who is restless and reading below grade level. PSB in addressing Joseph's restlessness stated, "He seems to have Attention Deficit Disorder." PSB also articulated another example of nonreferenced generalizations in her solution to another vignette involving a second grade girl named Kristen.

> Also from the way she illustrates she's seeing a lot more there than she's writing. She's writing...possibly comes from an abusive home, maybe that the child is not talking about. 'Cause if the illustrations are so vivid and yet the reading/writing?

Similar to the first vignette, PSB did not articulate any specific instructional strategies she would undertake with Kristen in the classroom. Once again, her solutions emphasized pursuing outside influences, or referrals rather than remediation in the classroom. Therefore, her strategies for this case were also codified as evasion.

In the final vignette about Wendy, a recent immigrant from China, PSB's solutions were codified as examples of procedural knowing. Her instructional strategies emphasized developing empathy for Wendy among her students. Interestingly, this was also expressed by PSA.

> Also try to encourage the other children to be kind to her and to give her as much support and help as they possibly can...to try and realize that she's coming and to imagine how they would feel going to a new country.

In addition, PSB in her think-aloud protocols for the vignette about Wendy, defended strategies that presented isolated skills as a necessary evil to develop Wendy's fluency. Interestingly, PSB in her reading narrative rejected the emphasis on isolated skills that was the instructional model of her early school years.

A pattern of alliteracy and pressured performance emerged from PSB's data analysis. Alliteracy was illustrated in PSB's reading narrative which expressed her disdain for reading until she reached high school in spite of her parents' support of her academic work and encouragement to succeed in school. However, PSB did not experience the enjoyment of literature at home and was never read to by her parents. Secondly, PSB expressed the pressure she felt as a child to maintain her standing in the top reading group. This association of reading time and stress also fueled her dislike of the reading act.

PSB's teaching metaphor, teacher as philosopher, was codified as an authoritarian image of teaching. This was due to PSB's articulation of her frustration during student teaching at having to follow the cooperating teacher's ideas. Both of her narratives for teaching metaphors and early reading experiences express the sense of pressure and frustration. In each instance she was required to perform according to the rules and did not gain any pleasure from adhering to the regulations. Interestingly, her think-aloud protocols do not present the teacher as the agent of change. In two of the three cases, PSB did not include any instructional strategies but evaded the issue by referring the student to outside agents.

Another pattern that emerged was PSB's use of professional jargon in her narratives and think-aloud protocols. This might be due to self-induced pressure to perform yet again to expectations.

The final pattern that emerged was PSB's lack of reading activities in her think-aloud protocols. Instructional strategies involving books and storytelling were discussed in the vignette about Wendy, the recent immigrant from China. However, the previous two cases did not include instructional strategies at all. Conversely, PSA included involvement with books in two out of three cases. This may be due to the fact that PSA recollected reading at home during early childhood and being read to at home

by her parents. PSB, however, did not experience the joys of reading until adolescence and this may account for her omission of literary activities for the primary grades.

Preservice Student C (PSC)

Preservice Student C, 23 years old, arrived with her family from Jamaica before she entered first grade. She worked part time in an after-school program at a downtown public school and also completed 301hours of student teaching there with a GPA of 2.813. She did not have any problems completing the TORP and scored a 74 which denoted a skills orientation to reading.

Interestingly, PSC's skills orientation to reading is not reflected in her reading narrative. However, she does express her disdain for the instructional model of reading she experienced as a child which utilized basal readers. In addition, her reading narrative discussed her immigration to America from Jamaica and how this affected her literacy. In her reading narrative, PSC recollected that she experienced a warm, supportive environment at home. However, when she entered American schools, she became shy and timid of reading due to her Jamaican dialect. This resulted in a dichotomy between reading at home and reading at school.

> My problem I experienced with reading was when I first came to this country. Because we spoke a broken English dialect in Jamaica, my English wasn't great and I became very shy in school...I didn't want to read in school.

Another example of the dichotomy between home/school literacy environments was illustrated in PSC's reflection upon the nurturing atmosphere of her home as opposed to its lack in school.

> An early experience I remember was my older sister reading to me. She read books dealing with fantasy and information. My favorite book was The Ugly Duckling. The teachers were not as supportive as they should have been. My parents on the other hand were very supportive and always praised and helped me in as many ways as possible. If it wasn't for them my confidence

in reading would have gotten worse.

PSC also reflected upon the importance of oral storytelling in her family. in her narrative, PSC connects these family storytelling sessions as integral ingredients in the development of her love of reading. PSC recalled, " Another very important exercise was [sic] the stories my grandmother would tell me and my sisters. I learned a great deal about the history of Jamaica and what it was like when she was growing up."

The final category, love of books, emerged from the data as PSC made specific references to books she treasured as a child. She stated, "From both of these experiences reading was a positive part of my life. I remember reading Nancy Drew/Hardy Boys books and history books dealing with things my grandmother spoke about."

PSC's narrative depicts the development of a love of reading through family story-telling and shared reading of stories. Conversely, reading at school for PSC impeded her progress due to the lack of support she perceived from her teachers.

Lack of teacher support was articulated in PSC's teaching metaphor and directly related to her reading narrative. Her choice of Teacher as Supporter was generated easily and stemmed from her recent sharing of her past history. PSC remarked, "My reason for choosing this is because of the experiences I had growing up...A teacher should support his/her students and also understand where they are coming from." PSC's teaching metaphor was codified as teacher as Nurturer/Facilitator since it emphasized a warm, supportive, student-centered visualization of the teacher's role.

Finally, in her instructional strategies, PSC continued to emphasize teacher as nurturer. as she read the second set of reading vignettes which contained the same sequence of reading problems. Interestingly, PSC consistently moved from a stance of received knowing to a more procedural one as the think-aloud proceeded. In addition, PSC also used her prior experiences to solve one of the vignettes.

In the first vignette about Corey, a first grade boy lacking phonemic awareness, PSC exhibited received knowing as she made generalizations about the cause of Corey's problem. "I think he's going to have a lot of reading problems because of the

low socioeconomic status...maybe they don't have a lot of reading at home...maybe he has ADD and that's why he can't focus."

As the think-aloud proceeded, PSC began to shift to procedural knowing and used information about Corey from the case to generate instructional solutions.

> Well I'm thinking, maybe instead of going once a week with him, prolong it for 2 weeks, have more pictures or visual things he can relate to...so if he can't identify anything in the classroom with letters and sounds, that means he hasn't been introduced to the alphabet at all so she's going to have to go back and start from scratch.

Another example of PSC's shifting her cognition to more procedural modes of knowing, occurred during the second vignette. The second vignette described Luis, a second grader, reading below grade level which the teacher attributed to his limited sight word vocabulary. In the following excerpt, PSC used the information from the case about Luis' enjoyment of comic book heroes to generate instructional strategies. For example, PSC stated, "Being that he likes comic books...try to make that an incentive. Reading is linked to writing, so maybe have him write about the comic books and maybe that will motivate him to read."

In the final vignette about twin Russian girls, newly arrived in Brooklyn and non-English speaking, PSC utilized her own experiences as an immigrant to formulate strategies. As with the previous two participants, PSC articulated the necessity of tackling the social isolation that occurs when students do not speak English. PSC remarked, "Pairing them up with other students in the classroom...not only for social skills but to help them with reading and to help them coming to America...what it's like."

PSC also utilized her own experiences in the field as to how her public school is coping with the new wave of immigration, to construct an additional solution.

> I think the school should have someone in ESL to speak to the parents. Where I'm at now PS___, they have Arabic and

> Indians and they have a teacher to speak to all the parents of different languages...'cause the parents feel like outcasts and at least there is someone who knows you.

The impact of immigrating to America as a young girl became the dominant theme throughout PSC's data analysis. PSC's reading narrative recounted her immigration and the feelings of inadequacy it generated in school and remarked that without the support and encouragement of her parents she probably would not have attained her academic goals.

The focus of her narrative, nurturing and support, became a common thread that was woven into her teaching metaphor and instructional strategies. Her teaching metaphor, Teacher as Supporter, was generated from her own experiences as an immigrant student. Similarly, PSC's instructional strategies for Luis, the recent immigrant, included a workshop for teachers to build an awareness of the immigrants' experience. The roots of this strategy can be traced to her reading narrative where PSC remarked that her primary grade teachers were not empathetic and generated feelings of inadequacy.

Another pattern that emerged was PSC's progression from received knowing to procedural knowing in each case. This may be due to the familiarity with the case that developed as the think aloud proceeded.

Finally, PSC's instructional strategies emphasized "starting from scratch." Interestingly, she did not refer to any specific book or utilize children's literature in her instructional solutions despite expressing her love for storytelling in her narrative. Conversely, PSC's modifications emphasized skills and phonetic instruction which she disliked as a child.

Preservice Student D (PSD)

The only male in the sample, Preservice Student D (PSD) was also the son of immigrants from Mexico and was raised in a bilingual household. PSD is 22 years old with a GPA of 3.00 and had completed 300 hours of student teaching in a public

school located in the borough of Queens. Completing the TORP was not difficult for PSD and his score of 77 was classified as a skills orientation toward reading.

PSD's strong orientation towards skills instruction was not reflected in his reading narrative. Similarly to PSB, PSD is the only child of immigrant parents. The codes that emerged from his narrative were lack of reading at home, storytelling and a critical incident in regard to reading.

PSD recollected that reading was not a focus of his early childhood at home. Similar to PSB, his immigrant parents did not read to him during the early years.

> When I was a young child, the classroom environment and my home were two different places. I don't remember reading much at home...Reading wasn't a concern of mine because no one read to me at home...Most of the reading I did was for homework.

Family storytelling was also a major component of PSD's development of literacy. Similar to PSC, storytelling focused upon the history of the family and from where they had come. PSD recalled, "There were plenty of opportunities when my grandparents would tell me stories in Spanish and the few times my mother had the free time, she would tell me stories like my grandfather did...about the family."

Interestingly, PSD's critical incident involving reading did not occur in elementary school but also in adolescence. PSD remarked, "The time in my life when I developed an appreciation for literature was in my junior year of high school. I started reading topics that interested me. It was only then that I really enjoyed reading."

Unlike the other participants, PSD struggled to generate a teaching metaphor and finally adopted one of the examples from the script. He chose Teacher as Gardener. The reasons for his choice of imagery were the following:

> One who plants knowledge into the minds of capable children by providing the necessary information to the child...They can develop a sense of guidance (blueprint) for themselves as well as being able to request help when needed.

PSD's teaching metaphor was codified as an example of the Authoritarian

conceptualization of teaching since the teacher is the locus of control in the description. The students in PSD's metaphor are passively awaiting the seeds of knowledge that the instructor will provide. Therefore, this teaching metaphor is teacher centered.

PSD's focus upon a teacher-centered, skills oriented classroom was articulated in his instructional strategies for the reading vignettes. His solutions were codified as examples of evasion and received/procedural knowing.

Interestingly, PSD in several vignettes, initially evaded exploring possible classroom modifications and suggested that the child be sent for a referral. PSD stated, "Because they're low socioeconomic families and that might cause behavior problems...then possibly they might put someone like Corey in a special education class." PSD based his request for a referral on the description of Corey as a restless first grader.

PSD's emphasis on a skills orientation towards reading instruction was also illustrated in his instructional suggestions for Corey. PSD hypothesized that "maybe possibly after using concrete examples, then we'll use pictures and then make flashcards, then develop small routines...nothing long...5-minute routines."

In the second case about Luis, a second grade boy with limited sight word vocabulary, PSD's cognition shifted toward procedural knowing. PSD stated, "I think Luis, regardless of comic books, should be reading material that interests him. That way he gets comfortable with sight words that he's not familiar with." In addition, his instructional strategies for Luis repeated a part-to-whole sequence of instruction. " Maybe he can devise stories using the second-grade words into stories that involve action heroes that he admires so much."

This sequence was repeated in his instructional solutions for the newly arrived Russian twin girls. As illustrated in the following passage, PSD's solutions emphasized a skills orientation. "Just work on the basic sounds of the alphabet and identify the letters then go into simple words such as cat, bat, and other three-letter words."

Similar to PSB, PSD's narrative focused on the lack of literacy at home and at school that he experienced as a child. PSD recollected that he was not read to at home and that reading at school consisted of boring routines and phonics drills. Despite his dislike of this model of reading, PSD repeatedly emphasized instructional strategies that utilized drills and isolated skills.

In addition, PSD's choice of teacher as gardener for his teaching metaphor reflected an authoritarian view of the teacher. In this image, the teacher plants the seeds of knowledge to a passive student. Interestingly, PSD's instructional strategies emphasized routines and drills in which the student was passive. This is despite his own remembrance of the boring nature of passive reading routines which also occurred with PSB.

The final theme that emerges from PSD's narrative is the lack of reading during his early childhood. In his text, he recollects that his immigrant parents did not have the time to read to him. Similarly, in PSD's instructional solutions, the reading of children's literature is only mentioned once in the case of Luis. PSD's solutions for the other two cases focused upon skills instruction which was also reflected on his score on the TORP.

Discussion

Cross-case analysis suggests that the participants' instructional solutions were predominantly skills oriented and reflected the models of reading instruction which they received at school. In addition, other patterns which emerged across several cases were: received /procedural cognitive stances, evasion of solution, importance of oral storytelling and opposing images of the teacher as Nurturer or Authoritarian. Each theme will be discussed separately.

Skills Orientation. Every participant was identified as espousing a skills theoretical orientation toward reading according to the TORP instrument. In addition, all four participants recalled experiencing a skills-based model of reading instruction when they learned to read. This orientation was reflected in the instructional solutions to the reading vignettes. The majority of solutions reflected the part-to-whole, skills based model of reading instruction.

Received/Procedural Knowing. The majority of instructional solutions expressed during the think-aloud protocols were received/procedural knowing. Three out of the four participants also shifted from a received cognitive stance to a more procedural mode during the think-aloud.

Evasion of Solution. All four participants used the strategy of referring the students who lacked phonemic awareness to outside agents rather than modifying instruction in the classroom.

Oral Storytelling. Another common theme to emerge from the data was the importance of family storytelling to the children of recent immigrants. Three participants, PSB, PSC and PSD, all recollected their enjoyment of family histories during early childhood.

Nurturer/Authoritarian. It is interesting to note that the two participants (PSA and PSC) who experienced a nurturing environment for literacy during early childhood also chose teaching metaphors that reflected warmth and support. Conversely, PSB and PSD, who did not enjoy reading during early childhood, chose teaching metaphors that emphasized the teacher as an authoritarian figure.

The results from this exploratory investigation confirm data from previous studies (Clay 1992; Stansell, 1994) that preservice teachers' instructional strategies for reading are rooted in their early home/school influences. This study also affirmed that preservice teachers' metaphors for teaching are conceptualizations of their basic beliefs (Bullough & Stokes,1994). In addition, this investigation concluded that participants' instructional strategies paralleled their metaphors for teaching.

Secondly, the data confirmed that when preservice teachers' attempted to solve complex instructional problems, they utilize received knowing or non-referenced generalizations (Roskos & Walker, 1994).

This exploratory study extended the research in teacher education by exploring the utilization of narrative inquiry to reflect upon preservice teachers' early literacy experiences. Further questions generated by this study are the long-

term effects of utilizing narrative inquiry and teaching metaphors on preservice teachers' instructional problem solving. According to Olson and Singer (1994), preservice teachers' instructional strategies are rooted in their beliefs. Therefore, a change in beliefs would facilitate changes in instructional practice. Additional areas to probe would be utilizing the method of narrative inquiry with inservice teachers as a means of professional development.

Charting professional development and mapping teachers' conceptual changes can also be improved by new methods of language data analysis. According to Freeman (1996), new directions for narrative inquiry require researchers to investigate the sources of teachers' words and how they change. Presentational analysis of language data, according to Freeman, will open up new frontiers for future explorations of the mental landscapes of teachers.

In conclusion, teacher research during the past few decades has shifted from focusing on teacher cognition to teacher beliefs (Freeman, 1996). It is increasingly apparent that in order to create lasting reform, teacher educators must work from the "inside-out" and help facilitate changes in the mental landscape of preservice teachers in order to prompt instructional innovations.

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